

Management of pedagogical practices in university education

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Science, Technology and Innovation are the main foundations of Sustainable Development in any type of society. The accelerated growth of these elements has led to a re-directioning and adaptability of the country's policies towards the new global changes. The present educational outlook demands that education, not only should not be excluded, but it should be recognized as one of the primary elements to be taken into account for Sustainable Development. Likewise, each country is changing its educational policies in order to strengthen the competences and abilities of its population.

The higher education institutions, leveled to the present educational policies, have directed their efforts towards the student's integral education with the main purpose of developing skills that seek and allow new findings to worldwide problems through activities related to science, technology and innovation.

Universities have changed their educational processes; they have been re- structuring pedagogic practices within their academic programs, adapting their needs and complexities to the present-day society (Torres & Melamed, 2016). In this sense, the implementation of pedagogical practices in university education has resulted of the utmost importance for student's learning, in such a way that through efficiently used methodologies, the achievement of high competences are reached in areas where the student never knew before. Teachers in this process are of an essential matter, since they have the task of sharing their knowledge and experiences further than their own teaching.

Saker (2014) assumes the pedagogical practice "as a set of competences, didactics, procedures, and strategies linked to the educational process, that through the interaction student-teacher, warrant a permanent quest, interaction and re- contextualization of necessary knowledge and experiences for the rescuing of human nature" (p.85).

This means that a narrow relationship between teacher-student must exist based on the performance of activities that allow for the outcome of innovation, new proposals, and creation of knowledge.

That is how, through a new leadership model, teachers can discover the skills of students within classrooms, with the use of pedagogical practices focused on quantic leadership, which is:

An innovative and complex phenomenon that involves human behavior. In this style, the quantic leader seeks a leader inside each follower, due to the fact that energy comes from the inside of each collaborator, since more than being a behavioral system that converge and collaborate among them, it is a structure, with an energy of its own at each one of its axis, whose script is made by the leader in a defined context. (Portillo & Buitrago, 2015, p.75).

According to this style of leadership, the teacher has the capacity of recognizing each one of his students, training them in those competences according to the areas of performance in which they will finally work at the end of their university careers. That is why Orostegui, Lastre & Gaviria (2015), state that “teachers committed with student’s education assume with a great sense of responsibility the whole educational formation of their students, future professionals that will increase the frame of a new society of knowledge, who eventually will manage the country” (p.273).

This way, the undergraduates that would face working opportunities would have a complete education and will be able to take the best managerial decisions for the best possible relevant solutions through strategies such as empowerment and decision taking to solve the problems of the organizations today (Annherys, Jaiham & García, 2014).

Finally, a strengthening of the pedagogical practices has been proposed in the university field through institutional lines that may offer students the necessary tools for the developing of reflexive thinking and skills to face the challenges of the labor market.

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